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A CURRICULUM FOR THE PRE-SCHOOL CHILD.

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SOUTHERN WISCONSIN COLONY SCHOOL DIST.,UNION GROVE
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THIS PRESCHOOL PROGRAM OF THE SOUTHERN WISCONSIN COLONY AND TRAINING SCHOOL IS PLANNED TO PROVIDE STIMULATION AND EXPERIENCES SIMILAR TO THOSE WHICH A MOTHER MIGHT PROVIDE AT HOME. EXPERIENCES PROVIDE OPPORTUNITIES FOR INDULGENCE OF CURIOSITY AND IMAGINATION, COMFORTABLE COMPETITION WITH SELF AND OTHERS, RECOGNITION AND ATTENTION AS AN INDIVIDUAL, PARTICIPATION TO FOSTER GROWTH IN INDIVIDUAL CAPACITIES, AND SOCIAL PARTICIPATION. EXPERIENCES ARE OUTLINED IN FOUR MAJOR AREAS--(1) SELF-CARE, (2) BODY USAGE, (3) BASIC KNOWLEDGE, AND (4) SELF EXPRESSION. TEACHING SUGGESTIONS ARE PRESENTED FOR EACH AREA. THE BIBLIOGRAPHY LISTS 10 ITEMS. (DF)

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SOUTHERN WISCONSIN COLONY AND TRAINING SCHOOL
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A CURRICULUM FOR THE PRE-SCHOOL CHILD

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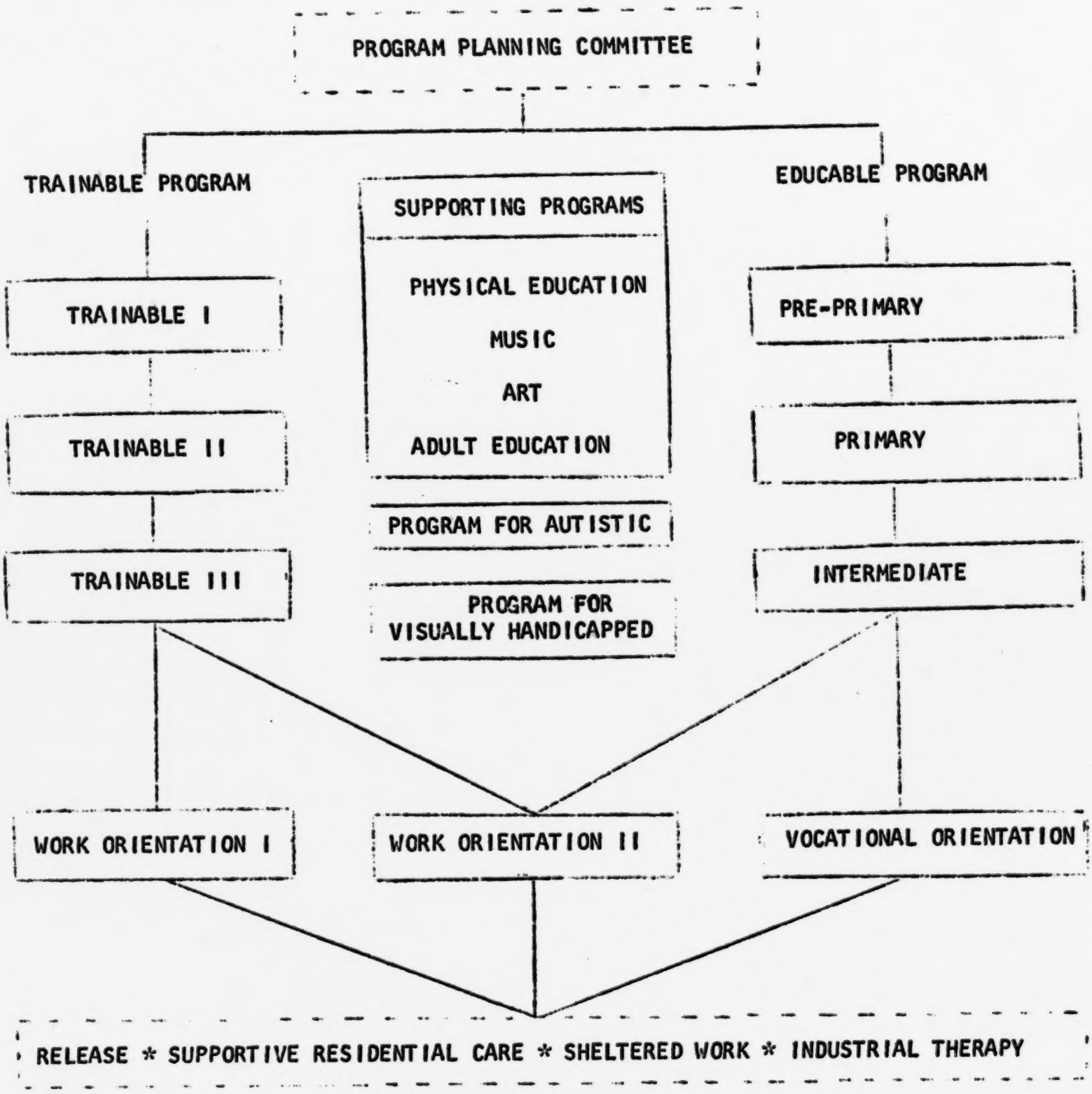
SCHOOL DEPARTMENT -- PROGRAM CHART



FORWARD

Although curriculum guides for the retarded are no longer the scarce commodity they were ten years ago, this publication is, to my knowledge, the first directed to the educational needs of the preschool institutionalized retarded child. As such, it is a pioneering effort.

Unlike many pioneering efforts in the field of mental retardation, this curriculum guide is based upon a philosophical framework so that the designers were able to move from a known set of objectives in their development of suggested classroom activities. Thus, the guide may be useful to others besides those who developed it. Any one familiar with retarded children can pick up this publication and quickly discern whether he is in agreement with the author's theoretical framework. If he finds himself in agreement, then the suggested activities should be useful and stimulate the reader to develop others. If not, he will be able to clarify his own thinking by deciding why he disagrees.

This guide is a positive example of a relatively recent change in our approach to educating retarded children. It clearly indicates that all children, not just the toilet trained or those able to walk to the school, have a right to a training program designed to meet their own particular needs.

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A CURRICULUM FOR THE PRE-SCHOOL CHILD

Introduction

Special classes for both the trainable and educable mentally retarded child in institutions and public school systems have generally set the lower age limits for trainable children at C.A. 7 years and M.A. 3 years; for the educable children at C.A. 7 years and M.A. 3.5 years. Recent studies by Kirk and Abramovitz, Cade and Hull, have generally pointed to the need for pre-school programs for the retarded as well as the normal child. These needs are considered even greater for the child in a residential school. He is a deprived child - deprived of normal home, family, and community environment. He is denied the opportunity to receive the type of stimulation that encourages proper growth and development.

The institutionalized retarded child often must wait for school programming in activities and training until he has met a long list of criteria that tend to exclude him from active participation long after readiness for such program has been reached.

The child committed to an institution generally has had to wait for education and training programs until he has reached a chronological age of six to eight years. Thus, three to five years are spent in cottage and ward living in overcrowded conditions. Persistent life situations revolve around meeting basic needs with a minimum of privacy, among other handicapped or more handicapped persons. Cottage personnel are hard-pressed to do much beyond those tasks which meet only the most basic biological needs of the patients. As a result, the children living in institutions often become more impaired. It was with this fact in mind that Southern Wisconsin Colony initiated classes for pre-school children in the Fall of 1963.

The objective of the pre-school program is to provide more stimulating and appropriate environment for young retarded children not eligible for enrollment in trainable or educable classes because of immaturity, inadequate social adjustment, and lack of readiness for school programs. This stimulating and appropriate environment might more easily be understood as being the types of activities a mother would provide the child in the home.

The program recognizes that everyday concerns of young retarded children are important, and that because of the inter-relationship of physical, mental, emotional, and social development, growth takes place simultaneously in each area. Thus, the experiences offered center around the immediate situations encountered by the children in their daily living and provides opportunities for young retarded children to:

1. indulge their curiosity, imagination, and fantasy, and develop the means to express ideas and feelings;

2. compete with each other in comfortable but stimulating conditions, and compete with self on their own terms;

3. to be recognized and receive attention as an individual having a name, likes, dislikes, and entitled to a "place in the sun" and to have an opportunity to experience situations involving

people and things that will broaden their framework of reference so that they may better meet their everyday concerns;

4. participate in structured experiences that foster growth in individual capacities and social participation, and inhibit undesirable habits.

To provide the above opportunities for the pre-school child, experiences to be offered have been developed in four major areas. These areas are: Self-care; Body Usage; Basic Knowledge; and Self-expression.

The experiences presented and the teaching suggestions in the body of this curriculum are not meant to be all inclusive. Some suggested activity will cue the teacher to additional areas of activity. Knowledge of child growth and development, developmental readiness, and individual differences will suggest to the teacher the depth of presentation and the sequence of activity. Motivation and creativity on the part of both child and teacher will provide scope to the sequence of experiences suggested.

In an effort to acquaint the reader with the pre-school child at Southern Wisconsin Colony, a 20% random sampling of the children enrolled was taken. The results are percentages of the sample:

75% are ambulatory;
65% are able to feed themselves;
20% are able to dress themselves;
35% are totally toilet trained;
25% are epileptic;
45% are considered a behavior problem;
10% use speech for communication;
45% receive daily medication;
20% are classified as Profound;
70% are classified as Severe;
10% are classified as Moderate.

SELF-CARE EXPERIENCES	Teaching suggestions:
A. Feeding and associated experiences	
1. sucking - swallowing - chewing	Songs, stories, coloring pictures, and pasting pictures of foods.
2. drinking	Watch self chewing gum, etc. in mirror.
a. cup or glass	Watches teacher as she demonstrates skills one at a time.
b. straw	Uses cup with teacher's help.
c. soda bottle	Teacher demonstrates and uses straw for drinking.
d. water fountain	Waits while teacher fills glass. Drinks with least amount of spilling.
	Turns on faucet and fills glass himself.
	Drinks from container using learned procedure.
	Pours from soda bottle into cup or glass.
	Watches and imitates drinking directly from bottle.
	Drinking from water fountain.
	Discovers way of manipulating handle to cause water to bubble.
3. eating finger foods	Eats finger foods ranging from soft to solid prepared for within-room parties (testing parties).
a. soft to solid foods	
4. eating with utensils	Uses utensil while eating, teacher offering many opportunities for practice.
a. spoon	Helps teacher to prepare for parties, using the silverware as much as possible.
- soft to solid to liquid foods	

b. knife - soft to solid foods	Experiences cutting soft to solid foods.
B. Dressing and associated experiences	
1. assisting in dressing and undressing routine	Assists teacher in taking off simpler clothes and putting them away.
a. under, outer, and seasonal garments	Assists teacher in putting on clothes.
2. dressing and undressing with assistance	Sings songs or hears stories connected with clothes.
a. under, outer, and seasonal garments	Assist each other with dress-up play.
3. adjusting and fastening garments	Helps make seasonal bulletin board.
a. buttons	Dresses dolls.
b. started zippers	Buttons garments which have large buttons.
c. snaps and buckles	Buttons, snaps, and buckles doll's clothes, or helps with other clothes.
d. open zippers	Uses zipper boards (extra heavy zippers). Practices on own clothes, helping others, smocks, or dolls.
e. lacing and tying	Uses large snaps and buckle boards.
	Buckles and snaps own trousers or boots.
	Strings large beads with large cord.
	Laces wooden shoe with large holes with cord.
	Laces own oxford-type shoes and high shoes.
	Practices lacing of all types.

C. Washing, Grooming, and associated experiences

1. washing

a. hands, arms, and face

2. grooming

a. neatness

b. clothes adjustment

c. hair care

3. personal hygiene

a. controlling drooling

b. blowing nose

c. brushing teeth

d. toileting and toilet training

Pretends to wash self, sans soap and water.

Learns songs related to this area.

Washes and dries self.

Checks self in mirror.

Teacher reinforces neatness and cleanliness by appropriate comment.

Checks self with assistance by teacher.

Uses large dolls on which to arrange clothing.

Watches demonstration of use of comb by teacher.

Applies combing techniques gained on self and others.

Teacher provides facial tissue and demonstrates how to use it.

Practices blowing nose with handkerchief or tissue.

Uses toothbrush after demonstration by teacher.
Rinses teeth and mouth.
Replaces brush in its place.

Teacher reinforces proper toilet habits when possible.

Arranges clothing properly after toileting.

D. Safety, health and associated experiences

1. determining edible and inedible objects

2. determining correct seasonal outer garments

   a. spring, summer, fall, winter

3. determining safe conduct of daily life

   a. moving objects

      -play equipment (toys, swing seats, etc.)

      -automobiles

      -machinery

   b. electricity

   c. extreme temperatures

   d. height and stability

   e. edible and unedible foods and materials

4. communicating illness or need for medical attention

Teacher supervises constantly in determining edible and inedible objects.

Recognizes seasonal clothes on charts and demonstrates unsuitability of off-season clothing.

Safety demonstrations in room and on field trips (observations).

Practices safe travel procedure to and from playground.

Learns caution as to results of contact - as "hot", "no, no" and verbal cautions.

Develops awareness of electrical outlets and other cottage hazards.

Becomes acquainted with temperatures by use of hot water bottles and ice cubes.

Poison sign explained and recognized.

Matching of seasonal clothing, depicted on chart, and association with temperature extremes.

Child uses large blocks to develop awareness of unstable objects.

Child uses steps and balancing boards for practice.

Child listens to stories about health and safety.

Children play doctor, nurse, and patient role.

BODY USAGE EXPERIENCES

A. Coordination and associated experiences

1. basic body movements

a. rolling

b. sitting

c. creeping

d. crawling

e. standing

f. toddling

g. walking

2. gross muscle use

a. running

b. climbing

-steps

-playground equipment

c. punching

d. jumping

e. lifting

f. marching

g. pushing and pulling

h. bouncing

Teaching suggestions:

Use floor mats.

Rolls from back to stomach.

Rolls from stomach to back.

Sits in place assigned on floor with help.

Creeps to an object using a reward as motivating influence.

Must try to lift self and creep upstairs.

Stands erect with aid, feet placed in a given place.

Stands unaided in a given place.

Puts feet in walking position (assistance may be necessary).

Walks between two lines (helped by support on both sides).

Walks by self (baby walker).

Walks between two lines (with no assistance).

Marches in group around room.

Uses walking board with assistance.

Continues walking procedures at a faster pace.

Observes teacher running in exaggerated style and attempts to follow suit.

Running record is played and child attempts to follow it (caliphone is almost a necessity in preschool).

i. kicking	Builds steps with large blocks.
j. throwing and catching	Climbs from step to step with assistance both sides.
k. pounding	Climbs up and down steps with assistance on one side.
3. fine muscle use	Is able to manage the skills by himself (use rocking boats).
a. using eating utensils	Attempts to climb ladder and slide down slide.
b. using play equipment	Attempts using "Jungle Gym" with help (only lower bar so he can grasp).
c. using marking equipment -crayons - pencils	Attempts to climb sideways on "Jungle Gym" instead of up and down.
	Climbs into, out of coaster wagon.
	Makes a fist.
	Teacher holds large sheet of paper (newspaper); child punches at it.
	"Punch ball" (with long return string or elastic) is punched first on floor and as skill increases, in the air.
	Punches inflated rubber figures or balloon.
	Sits on spring horse, inflated toy, or innertube and jumps up and down.
	Practices jumping on springboard such as used for diving at pools.
	Attempts to dramatize this activity using

situations (Jack be Nimble - using blocks as candle), as well as very simple ones.

Jumps to grasp something out of ordinary reach.

Holds up light block or boxes - dramatizing the "strong-man" figure.

Sings and acts out "lift, lift, lift the ball" - modified from "Row, row, row, your boat."

Lifts eating utensils, first empty, then with food.

Walks to music.

Continues, keeping beat in mind.

Uses rhythm instruments to define beat.

Pushes chairs, tables, buggies, wagons.

Pulls wagon, pulls toys.

Uses crayons for push-pull activity.

Bounces self on inflated innertube -- pretend you are a ball.

Do to ball what you have done.

Sits on edge of chair or table and makes legs kick back and forth.

Use of marching records for above activity.

Kicks at large object held on string by teacher.

Kicks at ball on ground.

Throws 4" or 5" ball to teacher after observing her.

Catches ball after observing teacher, using any physical means.

Catches bean bag thrown by helper.

Can throw rubber horseshoes at designated place.

Uses pounding boards.

Pounds large headed nails into tree trunk.

Holds spoon at snack time.

Strings large beads - can find large holes for insertation of stringers.

Practices inserting pegs in pegboards.

Lifts discs onto dowel of color pyramid.

Can lift and place puzzle pieces in prepared areas.

Practices dialing telephone.

Can lift and manipulate crayons, etc.

Varies direction when using crayons, etc.

Accepts help from teacher in positioning crayons, etc. in the hands.

SOCIAL ADJUSTMENT

A. Experiences designed to develop desirable personality through person-to-person and group relationships.

1. keeping self busy

2. completing tasks

3. controlling temper and frustration

4. securing activity material

5. picking up when task is completed

6. friendliness

7. good manners

8. following instructions

9. playing and working in groups

10. being considerate and courteous to others

11. sharing

12. helping and receiving help from others

13. competing with others

Teaching suggestions:

Listens carefully to simple instructions and carries them out.

Is encouraged to continue developing an interest, once begun.

Tasks should be simple and made interesting by the teacher in order to keep up the child's interest.

Activity is changed when frustration point is reached.

Removal from the group results because of unacceptable behavior.

Makes a play situation of picking-up when task is completed. Listens to and follows directions given by the teacher.

Consistent repetition of direction through meaningful experiences.

Learns "please" and "thank you" through consistent repetition.

Learns simple appreciation for what others are doing for him.

Learns greetings and responses through the use of songs and records.

Dramatizes situations in which above concepts are used. Constant enforcement of appropriate rules is necessary.

Chooses others to be with (often directed somewhat by the teacher in the beginning).

Helps teacher and others.

Uses birthday parties and other special occasions to develop desirable interpersonal relationships such as:
- -kindness
- -sharing
- -consideration.

Expects same treatment from others.

Attempts all activities assigned by teacher.

Realizes that all things are not his.

Asks to use objects belonging to others (with teacher guidance often being necessary).

Takes turns in simple games with little persuasion.

BASIC KNOWLEDGE EXPERIENCES

A. Experiences associated with identifying self

1. Body parts:

-head

-extremities

-body

2. Person with name

3. Sex

4. Family member

5. Member of peer group

6. Subject to authority

Teaching suggestions:

Looks at and examines body parts.

Uses charts and pictures to further understandings.

Traces around hands and fingers.

Rolls clay and forms body parts from it.

Sees body as a whole and identifies it.

Identifies self when name is mentioned during roll call.

Identifies others (with help) when roll is called.

Uses mirror image for recognition of self.

Can identify boy and girl through the use of dolls' clothes and outward appearances.

Uses stories, dramatization (role playing), charts, and pictures, as well as various other media, to help recognize family members.

Joins others in play.

Joins others in discussions of responsibility toward others.

Recognizes who is authority figure in classroom, at cottage, hospital area, home, etc.

Uses dramatization (role playing) to learn acceptance of authority.

B. Experiences associated with identifying objects in the environment

1. Foods

-potatoes

-meat

-vegetables

-desserts

2. Clothing

-coat -cap -mittens

-shoes -boots

-shirt -pants -dress

3. Familiar objects

-house

-tree

-flowers

-car -bus -truck

4. Familiar people

-teacher -aid

-parents

-doctor - nurse

-policeman

Identify foods, using pictures.

Observing teacher cut items to be used as finger foods, etc. (tasting).

Recognizing and being able to transfer pictures of foods on charts.

Uses field trips to see foods growing.

Being able to recognize items from charts, pictures.

Being able to recognize own articles of clothing.

Takes field trips to observe familiar things.

Discusses pictures that teacher shows.

Looks at filmstrips depicting these objects.

Is able to point to objects found on the chart.

Uses various media for supplementation of skills.

Associates names with persons.

Identifies through pictures.

Dramatizes each one.

Recognizes pictures of the animals (teacher names them).

Youngster names the animals and points them out.

Associates names and sounds made, with pictures.

-maintenance men	Listens to stories, records, makes scrapbooks (pre-cut pictures) about animals.
5. Familiar animals	
-cat	
-dog	
-cow	
-pig	
C. Experiences associated with developing conceptalizations	Is able to manipulate form boards and various building media.
1. Shape	Stacks blocks for concrete understanding.
a. round - square	Attempts to trace shapes.
2. Sounds	Pastes pre-cut shapes on paper.
a. soft - loud	Colors pre-drawn forms.
b. high - low	Uses pegboards for further supplementation.
3. Touch	Has the ability to listen quietly to teacher.
a. hard - soft	Realizes the differentiation in sounds.
b. smooth - rough	Able to make sounds by self.
c. wet - dry	Touching objects, realizing that each has its particular 'feeling' qualities.
d. sharp	Uses above knowledge, recognize that two opposite objects might feel differently.
4. Temperature	Realizes that there can be danger in handling anything sharp.
a. hot - cold	

5. Opposites

   a. in -- out

   b. up - down

   c. bottom - top

   d. front - back

   e. big - little

   f. tall - short

6. Taste

   a. sweet - sour

7. Time

   a. beginning - end

   b. day - night

   c. morning -- afternoon

   d. tomorrow - yesterday

Recognizes heat vs. cold by using various media.

Recognizes that clothes can regulate one's comfort (related to temperature).

Realization that heat makes temperature go up and is necessary for cooking.

Teach opposites with activity records.

Helps another child to understand concepts.

Dramatizes, using environmental words.

Recognizes differences in tastes through tasting parties.

Recognizes beginning - end -- through use in stories, filmstrips, and songs.

Is made aware of time periods during day.

Distinguishes time periods by himself.

SELF-EXPRESSION

A. Communicating

1. Rote memory

a. auditory sequence retention

b. visual sequence retention

2. Meaningful communication

a. auditory reception

b. visual reception

c. motor expression

d. vocal expression

B. Playing Creatively

1. using unstructured-use media

a. sand and water play

b. large boxes

c. blocks (large)

d. innertubes

e. playground equipment

2. using structured-use media

a. standard toys

b. educational toys

c. playground equipment

Teaching suggestions:

Observes flannel board stories, stories from books (using pictures), story book records, filmstrips with records.

Identifies objects and persons.

Brings picture or item to teacher when asked.

Uses items in matching games.

Shows understanding by looking for item in catalog.

Uses finger to point out object under discussion.

Makes some kind of sound to distinguish one object from another.

If possible, words are used to designate objects under discussion.

Strives for the use of phrases in place of single words.

C. Enjoying music	
1. rhythm games	Dramatizes stories, activities, situations, etc.
2. interpretive - movement	Plays at being a doctor, lawyer, or Indian Chief.
3. listening	Is assisted in taking part while following rhythm records, using body rhythms.
4. marching	Attempts to manipulate rhythm instruments.
	Listens with attention (quietly) to record or other music.
	Accepts teacher's suggestion as to how music should be interpreted, or interprets himself, using action.
	Combines music and action.
	Recognizes beat of music.
	Is able to walk in time to music.
	Has acquired ability to march and pretend to play instrument at same time.
	Accepts teacher's stimulation and suggestions.
D. Enjoying Art	
1. Appreciating environment	Makes trips for observation.
a. pictures	Recognizes objects encountered when observed on field trips, in pictures, or in other media.
b. flowers	
c. dress	

2. Creating through art media

a. drawing

-crayons

-pencils

-large paint brushes

b. sand play and water play

c. cutting shapes

-construction paper

d. pasting

e. clay

Is able to mold and build with assistance.

Attempts to use scissors.

Recognizes and pastes pre-cut shapes.

Accepts assistance in deciding amount of paste to be used.

Becomes aware of areas to be pasted.

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Other Curriculums:

Other curriculums published by the Southern Wisconsin Colony and Training School which are available at no cost are:

A Curriculum for the Residential Educable Child
A Curriculum for the Residential Trainable Child
A Curriculum for the Residential Blind Retarded Child
An Activity Curriculum for the Residential Retarded Child